TULLAWONG STATE HIGH SCHOOL

Soaring to great heights

# JUNIOR COURSE GUIDE

# 2022

# Year 9

# Contents

## Key Contacts

### Executive Team

| | | |
|---|---|---|
| **Principal** | Ms Kiah Lanham | |
| **Deputy Principals** | Mr Geoff Hooton | Year 7 & Bambara House Deputy |
| | Mr Harley Dawson | Year 8 & Alinta House Deputy |
| | Mr Joshe Newton | Year 9 & Kiata House Deputy |
| | Ms Arlene Walker | Year 10 & Garagah House Deputy |
| | Mr David Ferguson | Year 11/12 & Wooroonga Deputy |
| **Business Manager** | Mrs Nicole Wilson | |

### Leadership Team

| | |
|---|---|
| **Guidance Officers** | Ms Kate Jessup |
| | Mr David Pye |
| | Mrs Elyse Gilbert |
| **Head of Department Arts** | Mrs Zoe Wells |
| **Head of Department Culture & Engagement** | Mr Chris Bubke |
| **Head of Department English** | Ms Sonia Dow |
| **Head of Department Health &Physical Education** | Mrs Natasha Galbraith |
| **Head of Department Humanities/Languages** | Ms Charlene Benbow |
| **Head of Department Inclusion** | Mr Michael Hague |
| **Head of Department Industrial Technologies** | Mrs Mel Horton |
| **Head of Department IT/Business/ HEC** | Ms Bharati Singh |
| **Head of Department Mathematics** | Mr Ryan Verhagen |
| **Head of Department Science** | Ms Shannon Trims |
| **Head of Department Senior Schooling** | Ms Therese Rae |
| **Head of Department Teaching & Learning** | Ms Liana Nation |

## Welcome

Welcome to the Tullawong State High School community. We are proud to serve our community by fulfilling & upholding our school's Vision, Mission & Values.

## Vision

Empowering students to reach their full potential

## Mission

Fostering a positive school culture for learning, allowing all students to create their future.

## Values

**Courage** **Diligence** **Integrity** **Respect**

## Principles of Junior Secondary

Our approach to teaching and learning in Junior Secondary recognises the unique developmental needs of early adolescents and to ease the transition from primary to secondary education. It emphasises real-life, meaningful learning experiences undertaken in a stable and supportive environment. To support our Junior students through this time of extensive change in their lives we utilise the six Principles of Junior Secondary to provide an evidence-based framework to support adolescence through this time of academic, social and emotional change.

**DISTINCT IDENTITY -** Junior Secondary students will be encouraged and supported to develop their own group identity within the wider high school.

**QUALITY TEACHING -** Teachers working with students in the Junior Secondary years will be equipped with skills, so they can support young teens through these crucial early high school years.

**STUDENT WELLBEING –** Our targeted Ignite program along with our extensive range of support services will be available and deployed to meet the social and emotional needs of Junior Secondary students.

**PARENT AND COMMUNITY INVOLVEMENT -** We want parents to stay connected with their students' learning when they enter high school. Parent communication and engagement with key activities and events are strongly encouraged.


**LEADERSHIP –** A range of exciting leadership opportunities are available to our Junior Secondary Students across Years 7, 8 and 9. Our dedicated leadership programs will foster and develop our potential leaders of the future.

**LOCAL DECISION-MAKING –** Consultation with Staff, Students and the broader school community is crucial in decisions making that will influence the Junior Secondary environment. We aim to ensure that throughout the Junior phase of learning our students current and future needs are met.

# Junior Secondary Curriculum

At Tullawong SHS, our vision is empowering students to reach their full potential. In order to achieve this vision, we prioritise curriculum delivery throughout years 7-10 in order to prepare our students for success in senior subjects. The best preparation for success in the new QCE system is to teach, assess and report on the Prep to Year 10 Australian Curriculum prior to the commencement of senior studies.

The QCAA senior syllabuses build on the expectations of the Prep to Year 10 Australian Curriculum. The syllabuses are grouped in the eight learning areas of the Australian Curriculum to highlight this continuity. At Tullawong SHS, each learning area is mapped back from the relevant senior syllabus to ensure that the curriculum is both developmentally appropriate, as well as aligned to the Australian Curriculum.

When developing the 7-10 curriculum, Tullawong SHS created their Curriculum, Assessment and Reporting Plan (CARP) to demonstrate vertical and horizontal alignment. This is showcased through mapping documentation and is strengthened through Year/Band Plans, Unit Plans and Task Sheets. Mapping a developmentally-appropriate approach to the cognitions, as well as the text types and genres students will be exposed to in the Senior Syllabus, allows students to engage in quality learning that will set them up with the skills and knowledge needed to achieve successful outcomes in their desired pathway. It allows them to:

- Identify the skills they need to demonstrate in each assessment task
- Measure their improvement over time as they move into the next year level.
- Measure improvement in cognitions and text types/genres.
- Practice assessment text types/genres and cognitions.
- Increase success by having more time to be explicitly taught cognitions and assessment text types/genres.

# Continuity and Coherence of Learning

Teaching the Years 7 to 10 Australian Curriculum in each learning area supports continuity and coherence of learning and a seamless transition between Year 10 and senior studies by providing:

- Appropriate time for students to develop the depth of knowledge, understanding and skills necessary for success in senior studies
- A clear line-of-sight for the development of students' cognitive skills across year levels
- The best possible foundation in the general capabilities which reflect the senior syllabus skills, behaviours and dispositions that prepare students to live and work successfully in the 21st century
- Equitable access to the curriculum for all students at all state schools
- Common parameters for delivery of the curriculum across schools.

# Junior Certificate of Education (JCE)

The Junior Certificate of Education (JCE) is a school based, junior schooling qualification, awarded to eligible students at the end of Year 9 on completion of the Junior phase of learning. Throughout their Junior Secondary years of schooling students will work to set explicit targets for each of their academic subjects and will reflect and receive feedback on their progress through formal and informal opportunities during their schooling.

The JCE will allow students explicit opportunities to celebrate success when they achieve their set goals/targets & also become reflective thinkers. The JCE adopts similar practices to the QCE that students will seek to obtain in their Senior years of schooling and seeks to prepare & empower students towards their pathways to reach their full potential.

# Curriculum Learning Overview

Tullawong State High School offers a broad range of educational pathways in Junior School. Our school aims to provide students with the opportunity to access learning experiences across the key learning areas.

## YEAR 7

Students in year 7 study the following core subject areas and will rotate through a selection of electives throughout the term. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

| Year 7 Curriculum Plan | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Core** | **English** | **Mathematics** | **Science** | **History & Geography** | **HPE** | **Business Civics & Citizenship** | **Languages** | **IGNITE** |
| **Electives Rotations*** | **Digital Technologies, Digital Media, Art, Drama, Food Studies, Design Technology, Music, Dance, Dance Extension, Media, Rugby League Development** | | | | | | | |

* Electives run subject to numbers and staffing

## YEAR 8

Students in year 8 study the following core subject areas and will rotate through a selection of electives throughout the term. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

| Year 8 Curriculum Plan | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Core** | **English** | **Mathematics** | **Science** | **History & Geography** | **HPE** | **Business Civics & Citizenship** | **Languages** | **IGNITE** |
| **Electives Rotations*** | **Digital Technologies, Digital Media, Art, Drama, Home Economics, Design Technology, Music, Dance, Dance Extension, Media, Rugby League Development** | | | | | | | |

*Electives run subject to numbers and staffing

## Year 9

Students in year 9 study the following core subject areas and will select 4 semester electives, unless they are a part of the Dance or Rugby League Development programs which run in place of 2 semester electives. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

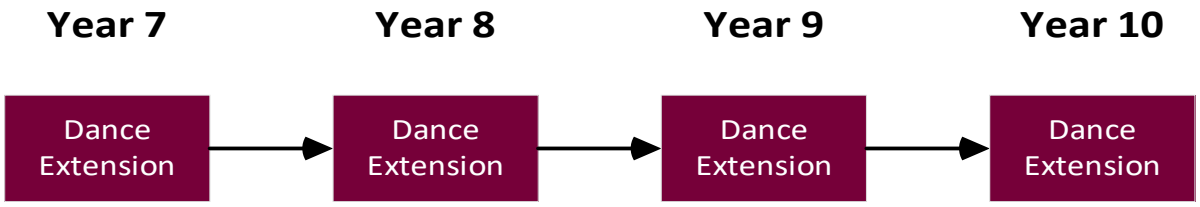
| Year 9 Curriculum Plan | | | | | | |
|---|---|---|---|---|---|---|
| **Core** | **English** | **Mathematics** | **Science** | **History** | **HPE** | **IGNITE** |
| **Electives*** | **Digital Technologies Visual Art, Drama, Woodwork, Digital Technologies, Economics & Business, Food Studies, Fashion, Media, Civics & Citizenship, Languages, Dance, Dance Extension, Music, Rugby League Development** | | | | | |

*Electives run subject to numbers and staffing

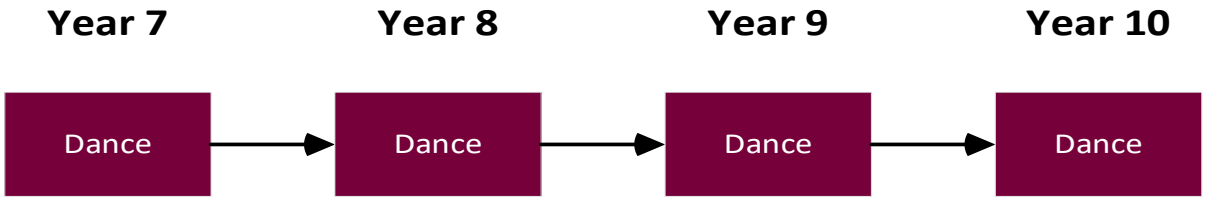
# JUNIOR *Arts* GUIDE

## Learning Pathways – The Arts

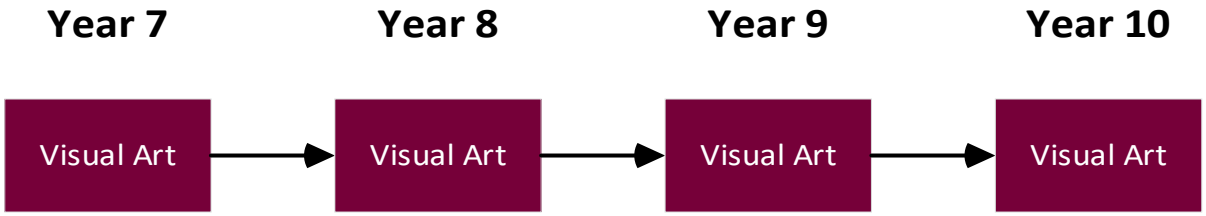
### Dance Extension



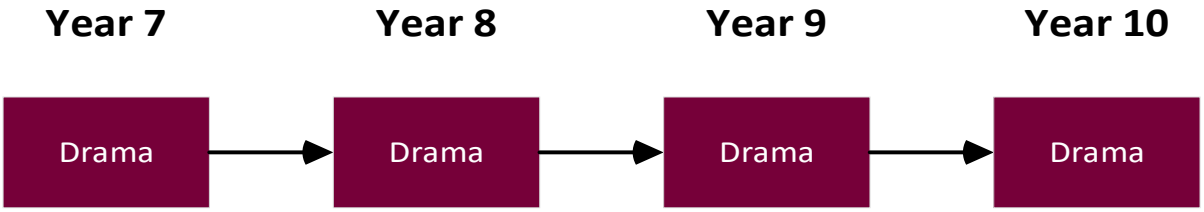

### Dance




### Visual Arts

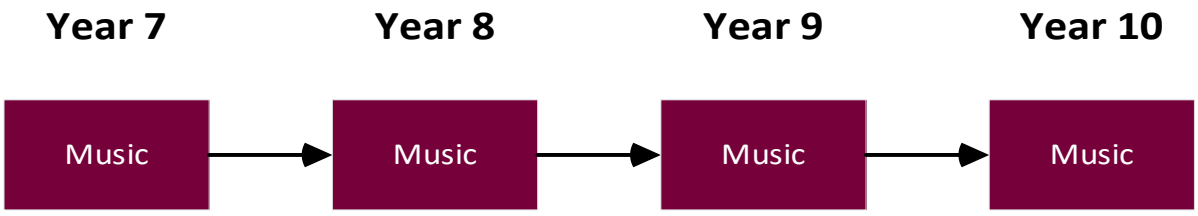



### Drama

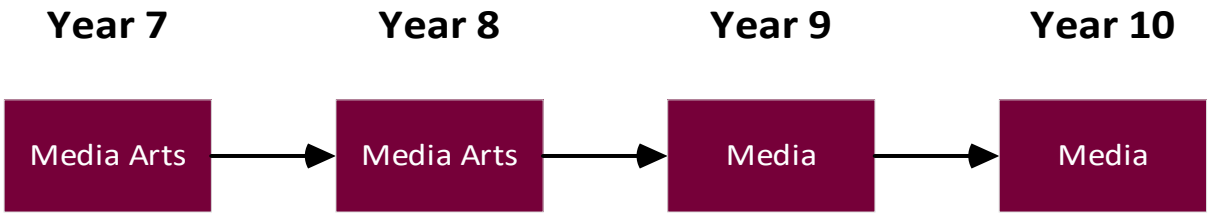


## Learning Pathways – The Arts

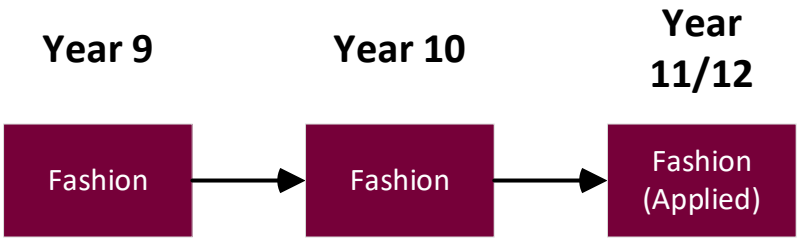
### Music




### Media Arts




### Fashion




# Year 9 Dance Extension

## Purpose

Dance is the study of movement, the body's capabilities and how it is used to communicate a choreographic intention. Dance Extension is an audition-based course that extends and nurtures students who are gifted and talented in the areas of dance performance and choreography. Dance Extension follows the Australian Curriculum and provides students with concentrated technical training in the areas of Ballet, Jazz, Contemporary, Musical Theatre and Hip Hop, opportunities to choreograph and skills to analyse and evaluate their own and others dance work with an emphasis on building their 21st century skills.

*Please note that Dance extension is through audition entry only

## Key skills

- Analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view.
- Evaluate the impact of dance from different cultures, places and times on Australian dance.
- Choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.
- Rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Dance Technique III**<br>This unit will deepen students technical and performance skills required in a range of artistic dance genres including: Ballet, Jazz and Contemporary. | **Dance Project**<br>- Performance/s |
| **Unit 2** | **The Triple Threat**<br>The unit will develop students understanding of the Musical Theatre genre including vocal, acting, tap, Broadway and cabaret. | **Extended Written Response** |
| **Unit 3** | **Hit The Lights III**<br>This unit will provide students with the opportunity to learn, rehearse and polish large dance works in preparation for Dance Night. | **Performance** |
| **Unit 4** | **Dance Creation, Composition and Performance III**<br>This until allows students will engage with a range of choreographic devices and processes to deepen their choreographic skills through a dance genre of their choice. | **Choreography** |

## Pathways

Students will progress from Year 9 Dance Extension to Year 10. The usual progression would then be the study of Senior General Dance in Year 11 and 12. Dance Extension opportunities exist through audition for students in Year 11 and 12 with the opportunity to study a Certificate III in Dance.

# Year 9 Dance

## Purpose

Dance is the study of movement and the body's capabilities and how it is used to communicate a choreographic intention. Through dance, students represent, question and celebrate human experience and explore how movement is used as the medium for personal, social, political, historical, emotional and physical communication. Dance has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

## Key skills

- Analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view.
- Evaluate the impact of dance from different cultures, places and times on Australian dance.
- Choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.
- Rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| Unit 1 | **Moving Through Style**<br>In Unit 1, students explore how traditional dance styles have changed through history, and explore how choreographer's use the elements of dance, choreographic devices, form and production elements to communicate meaning in dances they view and perform. | **Dance Project**<br>- Extended Response<br>- Choreography |
| Unit 2 | **Moving Through Time**<br>In Unit 2, students explore how popular dance styles have changed through history, and how the time, culture and place impacts dance today. | **Performance** |

## Pathways

Students will progress from Year 9 Dance with the opportunity to continue further studies of Dance in Year10. The usual progression would then be the study of Senior General Dance in Year 11 and 12.

# Year 9 Visual Art

## Purpose

Visual Arts is the study of how visual mediums and representations engage, inspire, motivate and enrich the community. In Visual Art, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and world views. Students undertake this journey by exploring and using a range of visual techniques, technologies, practices and processes and develop a personal visual aesthetic in response to stimuli.

## Key skills

- Evaluate how representations communicate artistic intentions in artworks students make and view.
- Evaluate artworks and displays from different cultures, times and places.
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.
- Identify influences of other artists on their own artworks.
- Manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **DRAWING & PAINTING II**<br>In this unit students will study Photorealism using animals as their stimulus. They will continue to develop their drawing and painting skills using the elements of art to guide their study in the Photorealism genre. They will develop their analysis skills and understanding of the elements of art by exploring the work of a Photorealism artist and associated artworks. | **Visual Art Project**<br>- Making<br>- Extended Written Response |
| **Unit 2** | **DESIGN**<br>This unit will allow students to develop their understanding of the design principles and elements of art to design artwork/ in a student devised stimulus and medium. Students will focus on the design, develop, resolve and reflect inquiry learning model. | **Visual Art Project**<br>- Making<br>- Extended Written Response |

## Pathways

Students will progress from Year 9 Visual Art with the opportunity to continue further studies of Visual Art in Year 10. The usual progression would then be the study of Senior Certificate III In Visual Arts in Year 11 and 12.

# Year 9 Drama

## Purpose

Drama is study of the human condition and the exploration of social, political, historical and cultural communities through an expression of voice and movement. Drama has the capacity to engage, entertain, inspire and enrich all students. In making and staging Drama, students learn how to be focused, innovative and resourceful and collaborate to take on responsibilities for Drama presentations. They can explore their imagination and take risks in storytelling through role and dramatic action.

## Key skills

- Identify and analyse how the elements of drama are used, combined and manipulated in different styles.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.
- Devise, interpret and perform drama.
- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| Unit 1 | **Expression Experts**<br>In this unit, students review and enhance their understanding of the dramatic languages, focusing on the dramatic style of physical theatre and expressive movement. Masks, ritual, soundscapes and music will be explored and utilised to enhance dramatic meaning in their performance. | **Drama Project**<br>- Journal<br>- Performance |
| Unit 2 | **Freedom Fighters**<br>This unit delves into Epic theatre and the concept of Drama challenging ideologies and institutions in society through creative expression. Students create Documentary drama with a didactic purpose, introducing Cinematic theatre to enhance a clear universal message. | **Performance** |

## Pathways

Students will progress from Year 9 Drama with the opportunity to continue further studies of Drama in Year 10. The usual progression would then be the study of Senior Applied Drama in Year 11 and 12.

# Year 9 Music

## Purpose

Music is the study of how sound is arranged to communicate an intention or viewpoint. Music is a basic expression of the human experience and is used to celebrate, enrich, inspire, commiserate, entertain and motivate. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be provide a greater understanding of the world around them. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers.

## Key skills

- Analyse different scores and performances aurally and visually.
- Evaluate the use of elements of music and defining characteristics from different musical styles.
- Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles.
- Interpret and perform music with technical control, expression and stylistic understanding.
- Use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences.
- Use knowledge of the elements of music, style and notation to compose, document and share their music.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Pillars of Music- Rock and Pop**<br>In this unit, students will revisit the Foundations of Music (elements, skills etc.) through the genres of Rock and Pop Music. They will develop understanding of a variety of contexts in the genre, and develop awareness of societal and cultural influences on music through different decades.<br>They will demonstrate their knowledge and understanding of music notation and patterns through Making (Composition). Students will also build on skills such as improvisation and aural recognition. Students will study the foundation genres of Rock and Pop music. | **Music Project**<br>- Performance<br>- Composition |
| **Unit 2** | **Pillars of Music – Blues and Jazz**<br>In this unit, students will develop understanding of more complex genres and styles of music. They will begin to understand a variety of historical and modern contexts from different areas across the world, and demonstrate their understanding of how elements and concepts are manipulated to communicate meaning across styles. They will also demonstrate skills in aural recognition and improvisation. Students will study the foundation genres of Blues and Jazz music. | **Music Project**<br>- Extended Response<br>- Performance |

## Pathways

Students will progress from Year 9 Music with the opportunity to continue further studies of Music in Year 10. The usual progression would then be the study of Senior Certificate II in Music Industry Skills in Year 11 and 12.

# Year 9 Media Arts

## Purpose

Media Arts is the study of creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Through gaining knowledge, understanding and skills of technologies and how they function, students will develop enjoyment and confidence to participate and experiment with the media-rich culture and practices that surround them. Skills in creative and critical thinking allow students to develop a sense of curiosity and discovery to explore perspectives of consumers and become socially aware producers of media content.

## Key skills

- Analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
- Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.
- Evaluate how social, institutional and ethical issues influence the making and use of media artworks.
- Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.
- Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.
- Apply design, production and distribution processes.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Genre**<br>In this unit, students will be introduced to the foundation concept of Genre and its representations across culture, societies and contexts that communicate alternative points of view through different styles of media. They will build skills in manipulating genre and media conventions, and begin demonstrating analysis and evaluation skills around representations and meanings; looking at contextual influences on media artworks. They will also begin to develop an understanding of how the contexts of production can be influenced by the manipulation of elements to create meaning. | **Media Project**<br>- Extended Response<br>- Multimedia Production |

## Pathways

Students will progress from Year 9 Media Arts with the opportunity to continue further studies of Media Arts in Year 10The usual progression would then be the study of Senior General Film, Television and New Media in Year 11 and 12.

# Year 9 Fashion

## Purpose

Fashion is an integral part of everyday life which shapes an individual's personal identity. Fashion is influenced by culture, history and functionality, economic considerations, personal taste, peer groups, availability and trends. Fashion is the study of applying design, aesthetic and construction to a range of clothing items and collections using the mentioned influences. Through gaining knowledge, understanding and skills of design and construction technologies and how they function, students will develop the confidence and self-expression to design experiment with the aesthetics of a range of fashions styles. Skills in creative, critical thinking and problem solving allow students to develop a sense of curiosity and social awareness about the impact that fashion has on a wider scale.

## Key skills

- Explain how people working in the fashion industry consider factors that impact on design decisions and the technologies used to produce products, services and environments.
- Identify the changes necessary to designed solutions to realise preferred futures they have described.
- Produce designed solutions for identified needs or opportunities.
- Evaluate the features of technologies and their appropriateness for purpose.
- Create fashion solutions based on a critical evaluation of needs or opportunities.
- Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.
- Create and connect design ideas and processes of increasing complexity and justify decisions.
- Communicate and document projects, including marketing for a range of audiences.
- Apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- Select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **The Art of fashion design and styling**<br>This introductory unit will focus on the different types of fashion categories in the industry. It will also look at styling for individual clients. Students will work with multiple client briefs to 'style' for various types of occasions before they ultimately 'style' themselves for a new season of fashion. Students will consider 'on trend' fashions, fabrics, colours, body types, client budget and personal style requirements when planning their design folio. | **Fashion Project**<br>- Design Folio<br>- Fashion Proposal |
| **Unit 2** | **The Art of sustainability and repurposing in fashion**<br>This unit will focus on the war on waste and the sustainability issues that have been identified within the fashion industry. The students will look at all aspects of the fashion industry and will utilise discarded denim clothing items to re-fashion a product that can be worn, carried or used around the home. | **Fashion Project**<br>- Design Folio<br>- Product |

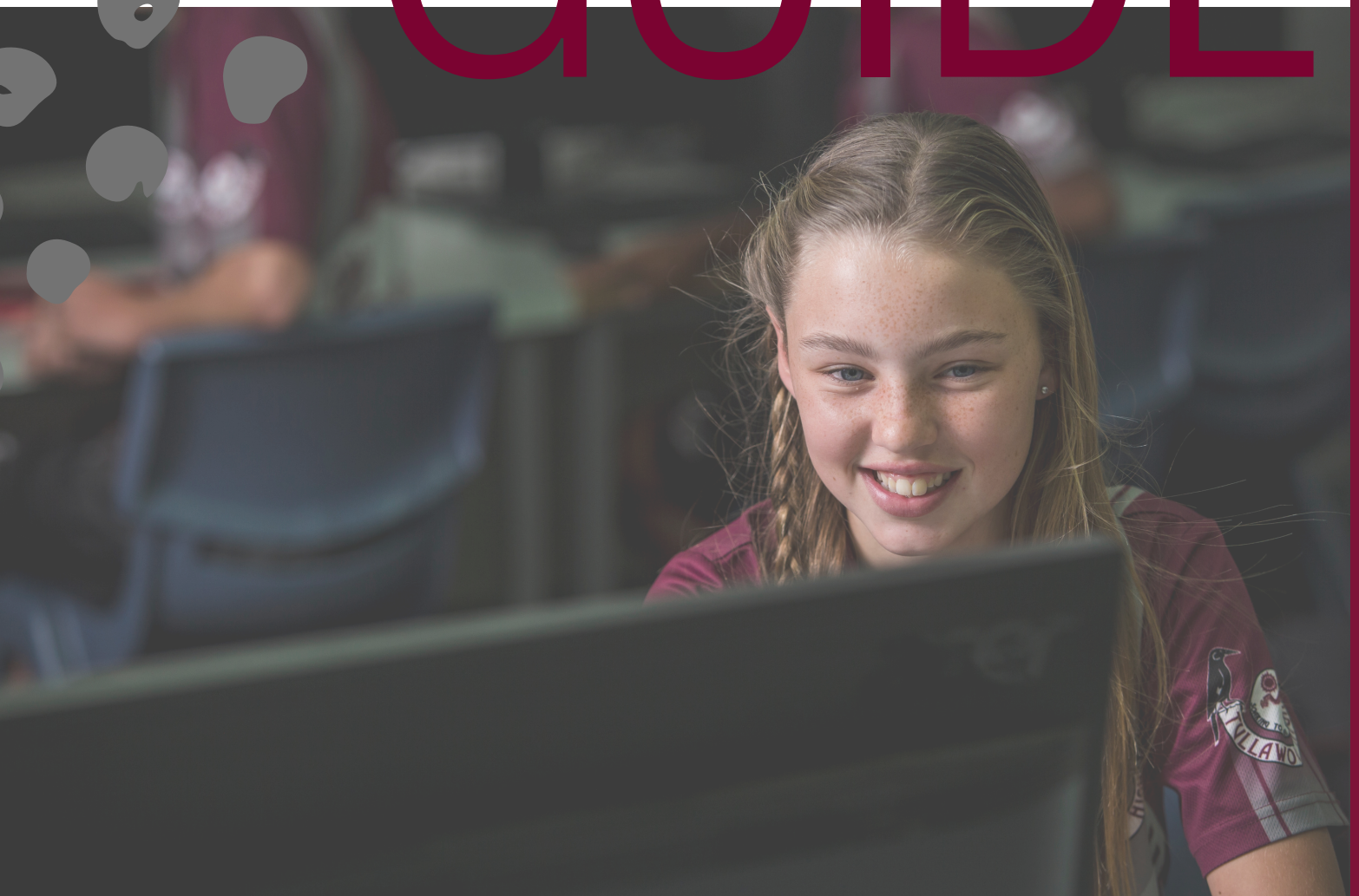
## Pathways

Students will progress from Year 9 Fashion with the opportunity to continue further studies of Fashion in Year 10. The usual progression would then be the study of Applied Fashion in Year 11 and 12.

# JUNIOR

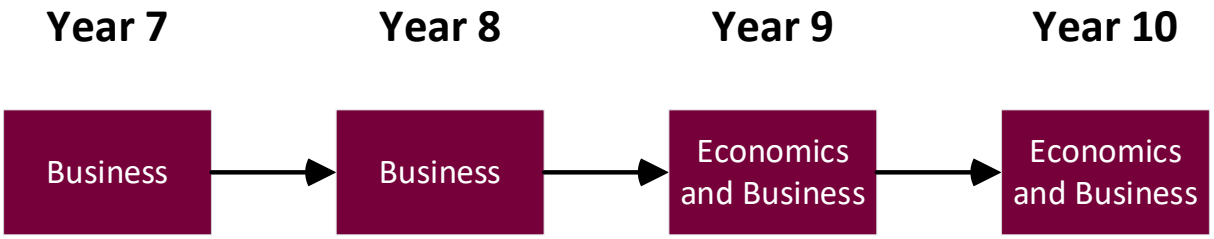
## Business, IT & Home Economics

# GUIDE

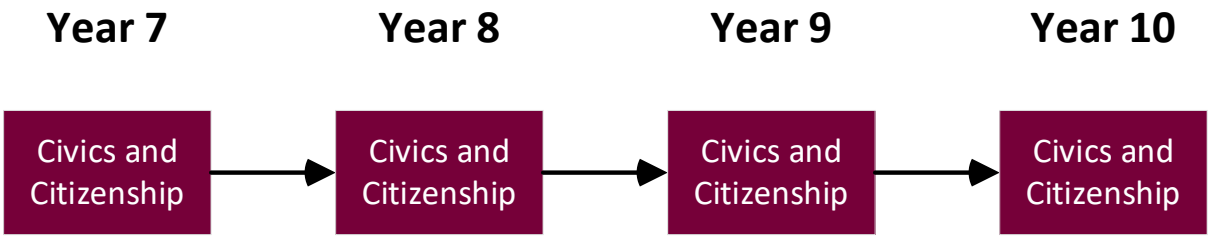


## Learning Pathways – Business, IT & Home Economics

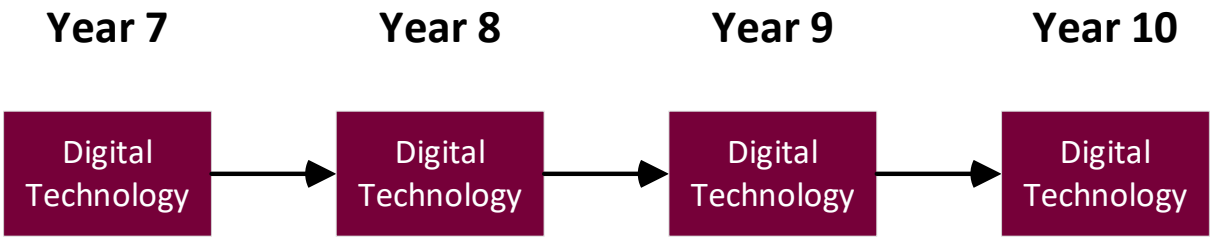
### Business



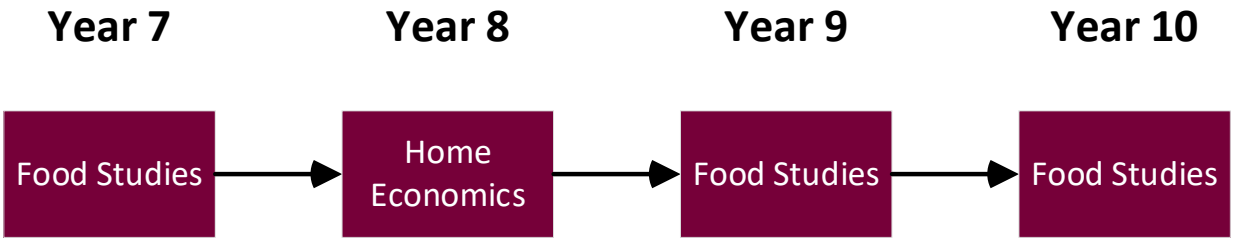

### Civics and Citizenship




### Digital Technology




### Food Studies



# Year 9 Business

## Purpose

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

## Key skills (from the Curriculum Document)

- Students asking questions about a contemporary issue or event and planning and conducting investigations.
- Students gather information and data from a range of sources to investigate the issue or event.
- Students will critically examine information and data and accounting for different perspectives.
- Make informed decisions using economic reasoning and applying economics and business knowledge, skills and concepts to familiar and new situations.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1 Managing financial responsibilities, risks and rewards** | In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue (for example: exploring strategies for mitigating financial risks associated with online banking and/or shopping; determining how to manage over-indebtedness using cost-benefit analysis and appropriate criteria to recommend and justify a course of action; exploring investment risk and financial scams and strategies as a component of financial management for personal and business contexts). | **Essay task:** To conduct an inquiry and propose a course of action for a client about strategies to manage finances and accumulate future savings in a written statement of advice. |
| **Unit 2 Competing as a business in the global economy** | In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue (for example: exploring why it is increasingly important for businesses to seek a competitive advantage in the global economy; or examining the role of TNCs in strategies of national competitiveness; or hypothesising why the export of locally made products will greatly benefit the local community). | **Exam** – combination response 55 minutes comprising short answer questions and extended questions responding to a stimulus. |

## Pathways

Students will progress from Year 9 Business to Year 10 Business. The cognitions and subject content are further strengthened and deepened in these 2 years in preparation for the pathway into Senior Business. The usual progression would then be the study of General Business in Years 11 and 12.

# Year 9 Civics and Citizenship

## Purpose

Civics and Citizenship aims to ensure students develop a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multifaith society and a Christian heritage. They further deepen their knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society.

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

## Key skills (from the Curriculum Document)

- Students develop civic knowledge and understanding.
- They learn to apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society.
- They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1**<br>**What influences the operation of Australia's political system?** | In this unit, students explore key concepts relating to Australia's federal Parliament in particular the key question 'What influences shape the operation of Australia's political system? | **Written task:**<br>Extended Response to Stimulus - Essay |
| **Unit 2**<br>**Law and Order** | In this unit, students will explore the key features of Australia's court system and the key principles of Australia's justice system. Students identify, gather and sort information and ideas from a range of sources, to explain how the court system and justice system provide justice and resolve contentious issues. They account for different points of view and recognise how consensus is reached. They develop an evidence-based argument, using subject-specific language. | **Examination** – combination response |

## Pathways

Students will progress from Year 9 Civics and Citizenship to Year 10 Civics and Citizenship. The cognitions and subject content are further strengthened and deepened in Year 10, in preparation for the progression of the General subject Legal Studies in Years 11 and 12.

# Year 9 Digital Technology

## Purpose

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The Year 9 curriculum gives students the opportunity to plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

## Key skills

- Analyse and evaluate data from existing computer games to determine what makes an effective game.
- Evaluate the design and production process of a computer game.
- Define and decompose problems in terms of functional requirements and constraint
- Design and create a game using the Scratch software
- Plan and manage the production of a digital game

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1 Turtle Python** | Throughout this unit students will learn the fundamentals of a text-based coding language. They will design code using pseudocode, implement code in Python and error check code for logical and syntactical errors. Students will also design and implement code that creates a graphic using the turtle object in Python. Through this unit students will be exposed to variables, logical operations, loops, mathematic operations, and functions. Students will both work with pre-existing functions and design and code their own to meet specific needs. | Project: design and implement Python code that creates a picture using the Turtle object |
| **Unit 2 Who wants to be a Web Designer?** | Throughout this unit students will learn how to design and develop a website project that is large in scope. In the planning phase they will evaluate themes and layouts; and design their own to meet their needs. They will learn to use Style Sheets to implement their ideas across the entire scope of their project. Students will also learn how and why data is compressed and how this helps in the transmission of data across networks. | Project: plan and manage the creation of a multi-page Wiki website including a style sheet. |

# Pathways

Students will progress from Year 9 Digital Technology to the Year 10 Digital technology elective, in preparation for the progression of the Senior VET subject, the Certificate III in IT in years 11 and 12.

# Year 9 Food Studies

## Purpose

The study of food, nutrition and home economics enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Food studies can play an important role in transforming, restoring and sustaining societies and the natural, managed and constructed environments.

The Year 9 curriculum gives students the opportunity to investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

## Key skills (from the Curriculum Document)

- Explain factors that influence the design of products, services and environments to meet present and future needs
- Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Apply project management skills to document and use project plans to manage production processes
- Independently and safely produce effective designed solutions for the intended purpose

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1 Sustainable Health Magazine** | In this unit, students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern. | **Project:** Create a magazine for teens that applies current health information to propose sustainable health options |
| **Unit 2 Edible Gifts** | In this unit, students investigate and make judgements on how the principals of food safety, preservation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures | **Project:** Create a food item suitable for sale at a market stall, identify and evaluate a plan to manage the food sale environment |

## Pathways

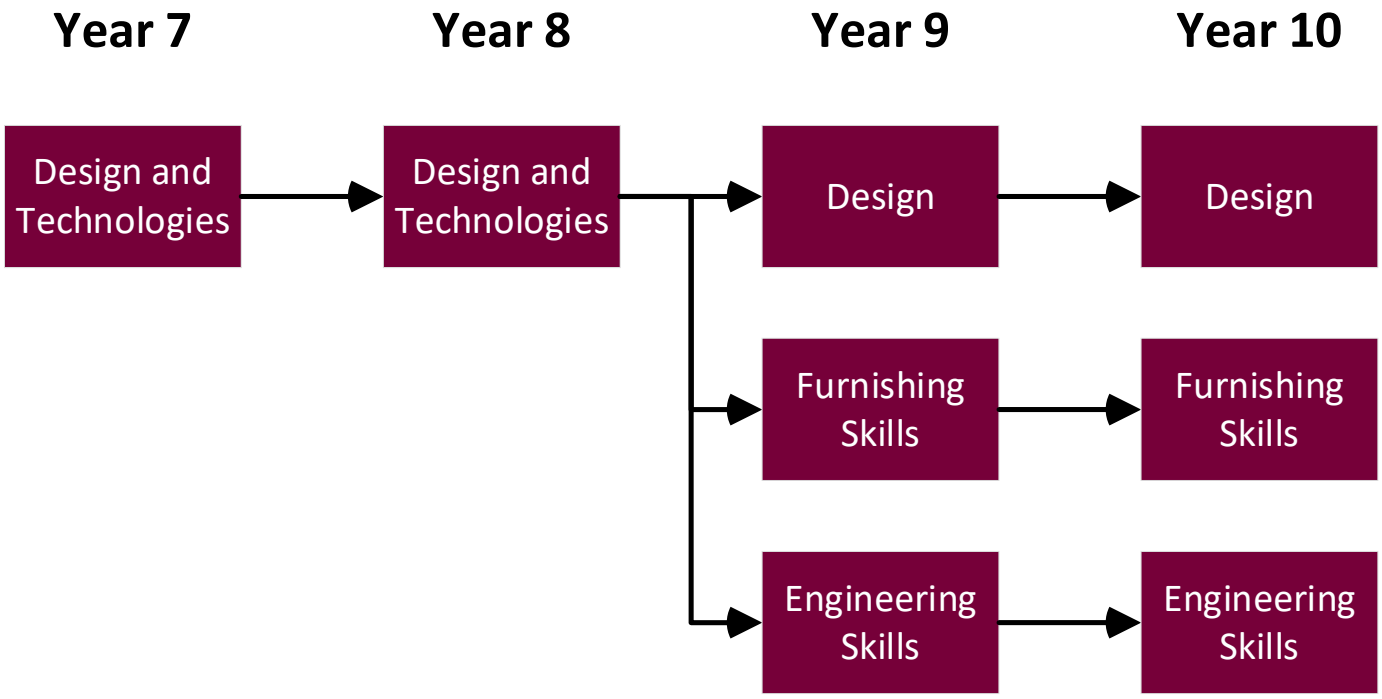
Students will progress from Year 9 Food Studies to year 10 Food Studies, in preparation for the progression into the VET subject, the Certificate II in Hospitality.

# JUNIOR

# Design Technologies

# GUIDE

## Learning Pathways – Design Technologies



# Year 9 Design

## Purpose

Design and Technologies introduces students to problem solving through design thinking. Students learn to create innovative solutions through the application of a design process, and develop communication skills through sketching and annotation.

Through the lens of materials and technology specialisation, year nine Design and Technologies students investigate and make judgements on how technologies can be combined to create designed solutions. Students will learn how to document their design projects to communicate the design process through ideation and schematic sketching. Students will learn how to annotate their ideas to evaluate and explain key features.

## Key skills

- identify the changes necessary to designed solutions to realise preferred futures they have described
- evaluate the features of technologies and their appropriateness for purpose
- establish detailed criteria for success, including sustainability considerations, and use these to evaluate ideas, design solutions, and processes
- create and connect design ideas and processes of increasing complexity and justify decisions through annotation
- communicate and document design projects, including marketing

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **What is Design?**: Students complete a series of short design challenges to build skills in developing criteria for success, building low fidelity prototypes, using divergent thinking to solve problems, synthesising information and ideas, creating and connecting ideas, and working collaboratively and individually. | **Origami Furniture:** students create design ideas for origami inspired furniture, **j**ustify their design, and produce a prototype |
| **Unit 2** | **This is design:** Students learn about different design strands (architecture, interior design, industrial design) and apply knowledge from unit one to a series of short projects. | **Exam:** students respond to a seen stimulus to develop a concept |

## Pathways

Students will have the opportunity to continue their studies through year ten Design and Technologies subjects. Students will be able to specialise with the choice to study year nine Furnishing, Engineering Skills, or Design.

**Skills Pathway**: Students that wish to develop their practical skills and pursue a trade post school should continue their studies within Furnishing or Engineering Skills which may be selected again in year 10. This pathway continues through our senior subjects: Building and Construction; Engineering Skills; or Furnishing Skills.

**General Pathway**: Students wishing to pursue a career within the design field (e.g., Architect, Interior designer, Industrial designer) have the opportunity to select year nine Design, and year ten Design both of which form prerequisites for General Design in years 11 and 12.

# Year 9 Engineering Skills

## Purpose

Design and Technologies introduces students to problem solving through design thinking. Students learn to create innovative solutions through the application of a design process, and develop communication skills through sketching and annotation.

Through the lens of materials and technology specialisation, year nine Design and Technologies students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. Students learn to select ad use tools and select equipment to skilfully ad safely produce high-quality designed solutions to specifications.

## Key skills

- establish detailed criteria for success, including sustainability considerations, and use these to evaluate ideas, design solutions, and processes
- create and connect design ideas and processes of increasing complexity and justify decisions through annotation
- communicate and document design projects, including marketing
- select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Emergency alarm buzzer**: Students develop practical skills through the production of a prototype buzzer to specification. They analyse and explain the ways properties and characteristics have been considered in the design of the prototype, and synthesise the information with their ideas to develop a concept for a personal emergency alarm buzzer. | **Emergency Alarm Buzzer:** students create design ideas for an emergency alarm buzzer, justify your design, and produce a prototype solution. |
| **Unit 2** | **Prototype:** Students learn how to safely and independently manipulate tools and equipment within the workshop to construct prototypes to specifications | **Prototype:** students select and use appropriate technologies to skilfully and safely produce prototypes |

## Pathways

Students will have the opportunity to continue their studies through year ten Design and Technologies subjects. Students will be able to specialise with the choice to study year nine Furnishing, Engineering Skills, or Design.

**Skills Pathway**: Students will have the opportunity to continue their studies through year ten Design and Technologies subjects. Students will be able to specialise with the choice to study year nine Furnishing, Engineering Skills, or Design. This pathway continues through our senior subjects: Building and Construction; Engineering Skills; or Furnishing Skills.

**General Pathway**: Students wishing to pursue a career within the design field (e.g., Architect, Interior designer, Industrial designer) have the opportunity to select year nine Design and Technologies, and year ten Design and Technologies both of which form prerequisites for General Design in years 11 and 12.

# Year 9 Furnishing Skills

## Purpose

Design and Technologies introduces students to problem solving through design thinking. Students learn to create innovative solutions through the application of a design process, and develop communication skills through sketching and annotation.

Through the lens of engineering principles and systems, year nine Design and Technologies students investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions. Students will learn about Newton's third law of motion, Boyle's law, friction and speed and apply this to the design of a Co2 dragster. They will communicate and document the design project through a folio of work. Students will select and use hand tools, and select equipment to develop a working prototype that must be within predefined specifications. They will then test their prototype in a series of races for the coveted Tullacup. Students will then learn about the factors that impact on the design decisions through the study of biomimicry.

## Key skills

- explain how designers consider factors that impact on design decisions
- identify the changes necessary to realise preferred futures
- establish detailed criteria for success, including sustainability considerations, and use these to evaluate ideas, design solutions, and processes
- create and connect design ideas and processes of increasing complexity and justify decisions through annotation
- communicate and document design projects, including marketing to potential sponsors
- select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **CO2 Dragster**: Students investigate and make judgements on the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.<br>They will apply this to the design of a CO2 car and the Independent and safe creation of a working prototype | **Kinetic Sculpture:** Students create design ideas for a kinetic sculpture that demonstrates cams and motion to primary school students judge their best idea, and produce a prototype. |
| **Unit 2** | **Biomimicry**: Students explain how designers consider factors that impact on design decisions, and learn how to identify the changes necessary to realise prefered outcome. | **Biomimicry**: You will explain how designers of prosthetics consider factors that impact the design, and identify how biomimicry can be used to improve designs |

## Pathways

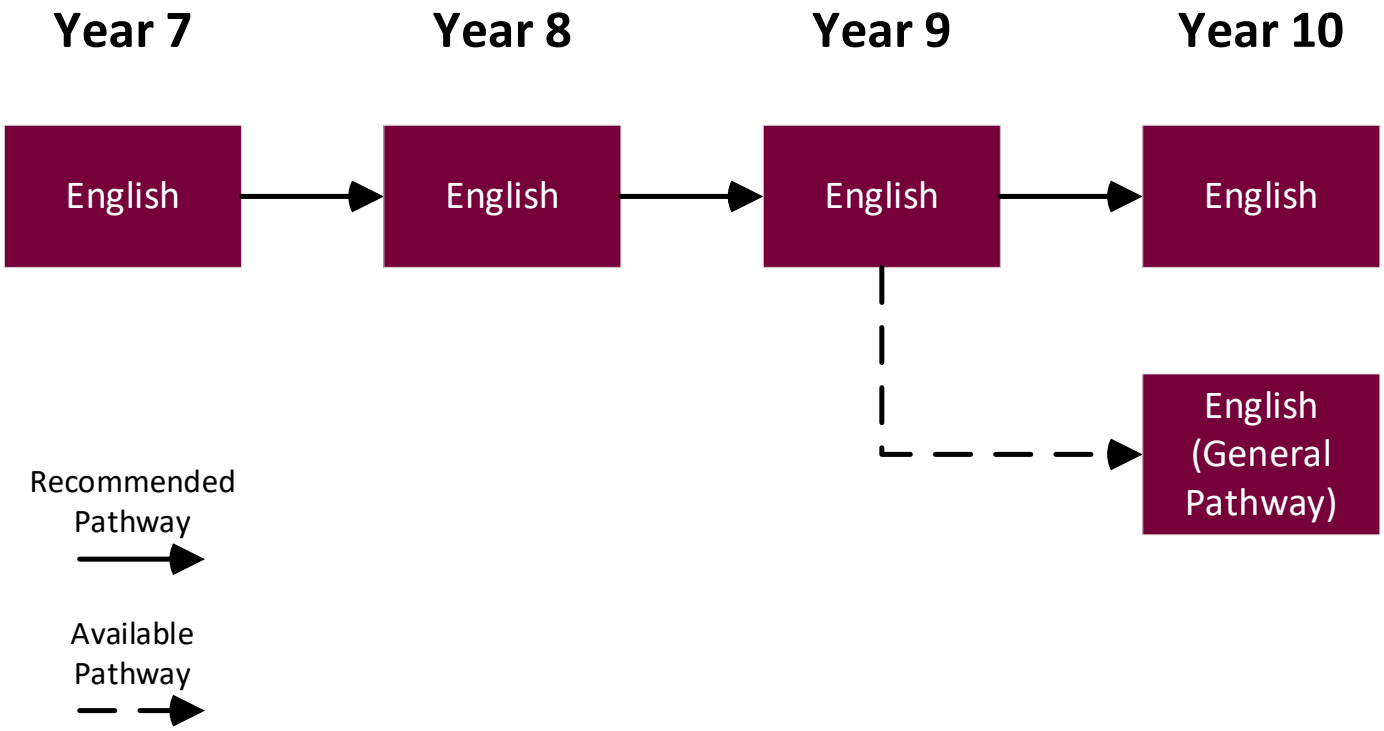
Students will have the opportunity to continue their studies through year ten Design and Technologies subjects. Students will be able to specialise with the choice to study year nine Furnishing, Engineering Skills, or Design.

**Skills Pathway**: Students will have the opportunity to continue their studies through year ten Design and Technologies subjects. Students will be able to specialise with the choice to study year nine Furnishing, Engineering Skills, or Design. This pathway continues through our senior subjects: Building and Construction; Engineering Skills; or Furnishing Skills.

**General Pathway**: Students wishing to pursue a career within the design field (e.g., Architect, Interior designer, Industrial designer) have the opportunity to select year nine Design and Technologies, and year ten Design and Technologies both of which form prerequisites for General Design in years 11 and 12.

# JUNIOR *English* GUIDE

## Learning Pathways – English



# Year 9 English

## Purpose

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

Year 9 will follow the Australian Curriculum for English, which develops the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. English will challenge students to develop into dynamic communicators who can use language creatively, persuasively and analytically. Students will be exposed to a range of literary, media and screen texts that will be relevant to their own lives and also challenge them to expand their world-view.

## Key skills (from the Curriculum Document)

- Communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments
- Listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Create a range of imaginative, informative and persuasive types of texts, controlling for context, purpose and audience
- Use the conventions of written and spoken/signed English

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Memoir**<br>Students study a variety of memoirs and examine how authors use language features to create a literary voice. | **Creative Response:** Students will write an imaginative memoir based on a stimulus, which incorporates a significant human experience. |
| **Unit 2** | **Hero's Journey**<br>Students study how Joseph Campbell's Hero's Journey is evident within a media text. They study the way characters are created to exhibit the archetypes of a hero. | **Persuasive Speech:** Students will persuade an audience that a minor or supporting character is pivotal to a film, as they fulfil an archetypical role and contribute to the hero completing their journey. |
| **Unit 3** | **Poetry**<br>Students study a variety of war poetry including at least one Australian text. They study the way poets use language to position an audience, create an emotional response and foreground a point of view. | **Short Response Exam:** Students will answer a number of short response analysis questions referring to 1 seen poem and 1 unseen poem. |
| **Unit 4** | **Novel Study**<br>Students study and analyse a selected novel.<br>They study the way the author effectively uses literary techniques to develop themes in the novel. | **Extended Written Response:**<br>Students will write an analysis which explores how effectively an author has used literary techniques to develop the theme. |

## Pathways

Students will progress from Year 9 English to Year 10 English. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10 English. The usual progression would then be the study of Senior English in Year 11 and 12.

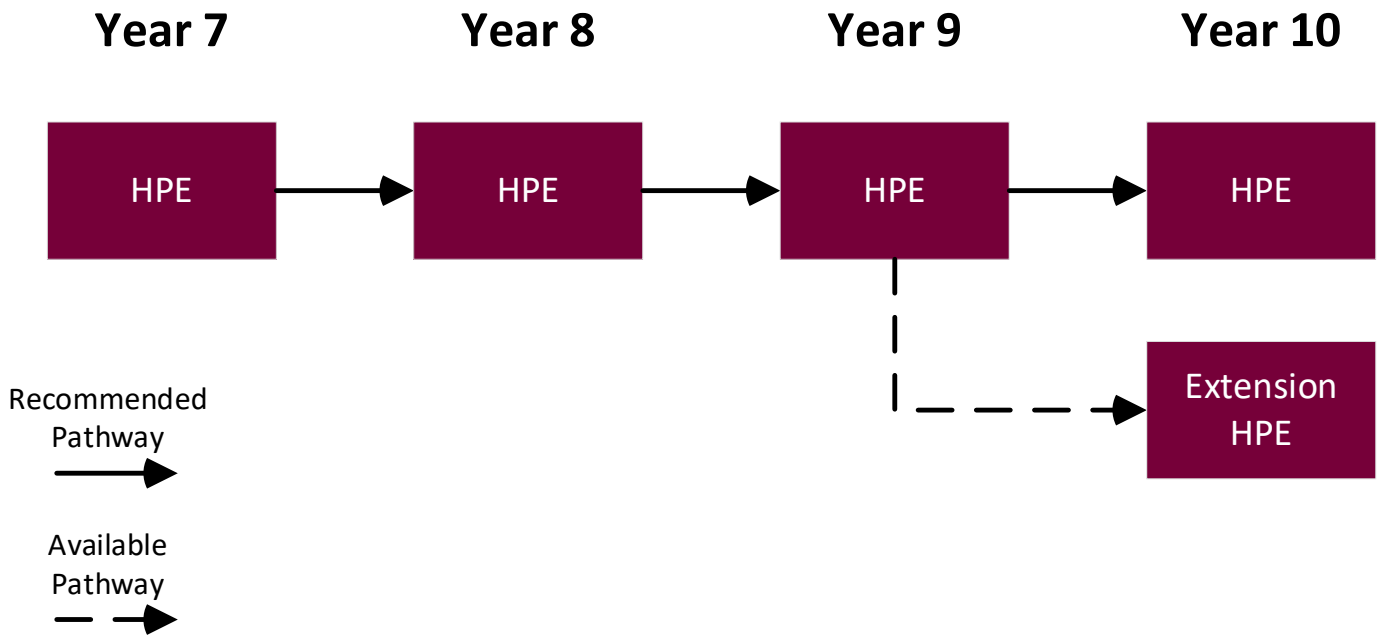
# JUNIOR

# Health & Physical Education

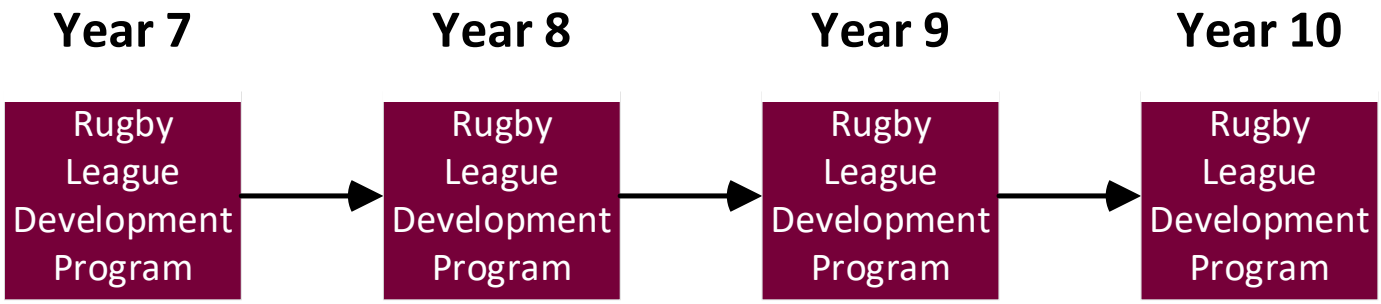
# GUIDE

## Learning Pathways: Health and Physical Education (HPE)

**Heath & Physical Education (HPE)**




**Rugby League Development Program (RLDP)**



# Year 9 Health and Physical Education

## Purpose

"In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population" (Australian Curriculum). Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. HPE offers students opportunities to develop knowledge, understandings, processes and skills necessary to make informed decisions about their physical wellbeing and health.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills. Health and Physical Education at Tullawong State High School provides Year 7 students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## Key skills

- Students analyse contextual factors that influence identities, relationships, decisions and behaviours
- Students analyse the impact that attitudes and beliefs about diversity have on community connection and wellbeing
- Evaluate the outcomes of emotional responses to different situations
- Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts
- Students apply criteria to make judgments about and refinement of their own and others' specialised movement skills and movement performances
- Students work collaboratively to design and apply solutions to movement challenges

## Course Structure & Assessment Overview – Health and Physical Education

| | Unit Outline | Assessment Summary |
|---|---|---|
| Unit 1 | In this unit, students will critically analyse factors about social media that influence identities, relationships, decisions and behaviours. They will analyse the impact attitudes and beliefs about diversity in online environments have on community connection and wellbeing. Students will evaluate the outcomes of emotional responses related to the negative impacts related to social media use. | **In the theory unit students will** Construct an essay that analyses the negative impacts of various aspects of social media use has on adolescent mental health. Students will then evaluate the impact of mental health issues on young people.<br><br>**In the practical unit students will** participate in a range of net and court games where they will be assessed on aspects such as leadership, cooperation and fair play. They will also use teacher feedback and guidance to improve their performance in these games and sports. |

| | | |
|---|---|---|
| **Unit 2** | In this unit, students will evaluate the outcomes of emotional responses related to addressing and managing health situations related to risk taking behaviours around issues such as alcohol and drug use. Students will evaluate the impact that this risk-taking behaviour can have on adolescent mental health as well as physical health. They will access, synthesise and apply health information from credible sources to propose and justify responses to health situations, including applying basic first aid.<br>Students will demonstrate leadership, fair play and cooperation across a range of movement in invasion games. They will work collaboratively to design and apply solutions to movement challenges in invasion games. | **In the theory unit students will** respond to an exam that will present several health-based scenarios and situations that require the students to propose and justify appropriate responses.<br><br>**In the practical unit students will** participate in a range of invasion style games and sports where they will be assessed on aspects such as leadership, cooperation and fair play. They will also work collaboratively to design and apply solutions to various movement challenges within the context of these invasion style games and sports. |

## Pathways

Students will progress from Year 9 HPE to Year 10 HPE. This path of study can lead to a number of opportunities in senior when pre-requisites are met, including General Physical Education, Certificate III in Fitness or Certificate II in Sport & Recreation in Year 11 and 12.

# Year 9 Rugby League Development Program

## Purpose

In the Rugby League Development program in Year 9, students are given the opportunity to develop both practical and social skills in an inclusive environment. The Rugby League Development program is embedded within the Health and Physical Education subject area, and recognises the importance of providing students with a curriculum opportunity that focuses on building the skills and practical aspects of Rugby League.

The Rugby League Development Program has a values-based focus with a clear goal of developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort, and self-discipline. The program runs for the entire year and is supported through mentoring, training and education from nationally accredited associations and industry experienced coaches.

## Key skills

- Students propose and evaluate interventions to improve fitness and physical activity levels in order to participate in rugby league
- Students demonstrate leadership, fair play and cooperation when training, officiating and playing games
- Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing in rugby league
- Students apply and transfer movement concepts and strategies in response to tactical plays in rugby league
- Students work collaboratively to design and apply solutions to improved performance in rugby league

## Course Structure & Assessment Overview

| Course Outline | Assessment Summary |
|---|---|
| Throughout the year, students will look at the health benefits related to physical activity and how to safely manage themselves and others whilst participating in sport, specifically rugby league. They can apply this knowledge to real life games and sport and will have the opportunity to demonstrate leadership, fair play and cooperation through a variety of skills and drills relating to rugby league. They will also engage in games and sport that allow them to apply decision making and problem-solving skills to enhance their own and others health, safety and wellbeing. | In the practical unit students will be assessed on the following skills:<br>1. Leadership, fair play and cooperation<br>• Leading warm ups, drills and games<br>• Positive encouraging<br>• Including all ability levels<br>2. Decision-making and problem-solving skills<br>• Pass selection<br>• Use of space<br>• Tackle selection<br>• Changing body position<br>3. Apply concepts to new and challenging situations<br>• Attacking Strategy<br>• Defensive Strategy<br>4. Make judgements about their own and others skills and performances<br>• Refining own skills to improve performance<br>• Positive communication to peers about their performance<br>5. Work collaboratively to apply solutions to challenges<br>• Execution of plays<br>• Team work to achieve a try<br>• Communication in defence |

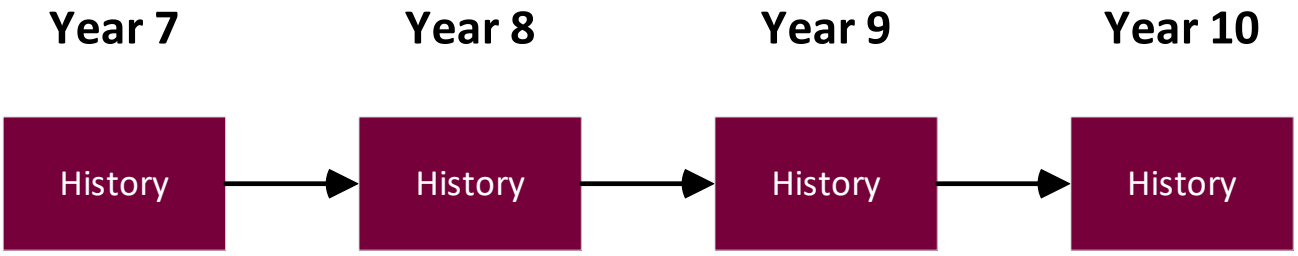
# Pathways

Students will progress from Year 9 Rugby League Development to Year 10. This path of study can lead to a number of opportunities in senior when pre-requisites are met, including General Physical Education, Certificate III in Fitness or Certificate II in Sport & Recreation in Year 11 and 12.

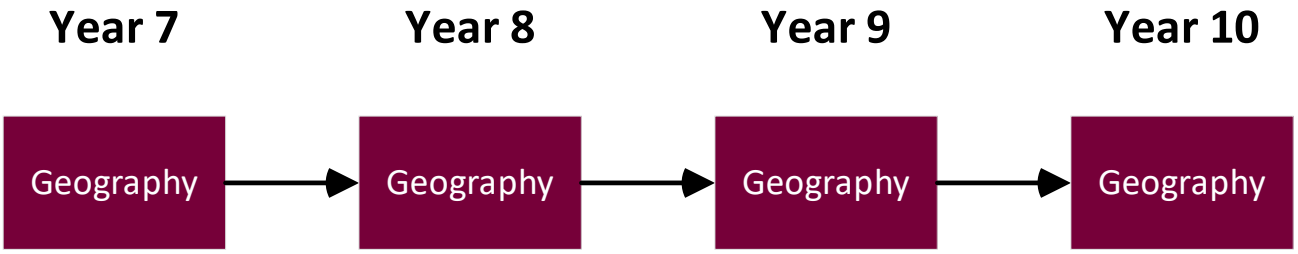
# JUNIOR *Humanities* GUIDE

## Learning Pathways – Humanities

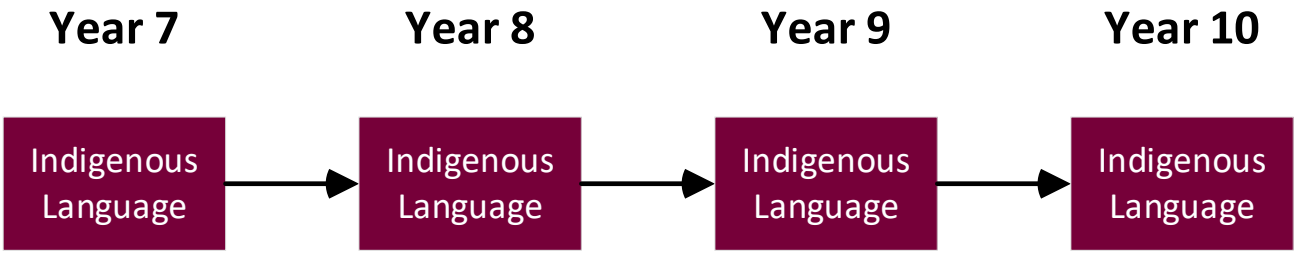
**History**




**Geography**




**Indigenous Language**



# Year 9 History

## Purpose

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Year 9 History content supports two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

## Key skills

- suggest reasons for change and continuity over time
- describe the effects of change on societies, individuals and groups
- describe events and developments from the perspective of different people who lived at the time
- explain the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- sequence events and developments within a chronological framework, using dating conventions to represent and measure time
- develop questions to frame a historical inquiry
- identify and select a range of sources and locate, compare and use information to answer inquiry questions
- examine sources to explain points of view
- interpreting sources, they identify their origin and purpose
- develop texts, particularly descriptions and explanations
- organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Making a Better World? – Industrial Revolution**<br>In this unit, students develop their understanding of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. They develop their ability to interpret, analyse and evaluate primary and secondary sources. | **Investigation** - Independent Source Investigation |
| **Unit 2** | **World War 1**<br>In this unit, students develop their understanding of the causes, events and impacts of WWI. They focus on significant events such as the Assassination of Arch Duke Franz Ferdinand, Gallipoli, trench warfare, and the ending of the war. They develop their ability to interpret, analyse and evaluate primary and secondary sources. | **Examination** - Short Responses to Historical Sources |

## Pathways

Students will progress from Year 9 History to Year 10 History. The deep Historical knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10 History. The usual progression would then be the study of Senior Ancient or Modern History in Year 11 and 12, if prerequisites are met.

# Year 9 Geography

## Purpose

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Year 9 Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

## Key skills

- describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently
- explain interconnections between people and places and environments and describe how these interconnections change places and environments
- describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.
- identify geographically significant questions to frame an inquiry
- evaluate a range of primary and secondary sources to locate useful information and data
- record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions
- interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions
- present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms
- propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Biomes and Food Security.**<br>Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world. | **Examination** – Combination short response |
| **Unit 2** | **Geographies of Interconnections.**<br>Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. | **Investigation** – Data Report |

## Pathways

Students will progress from Year 9 Geography to Year 10 Geography. The deep Geographical knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10 Geography. The usual progression would then be the study of Senior Geography in Year 11 and 12, if prerequisites are met.

# Year 9 Indigenous Language – Gubbi Gubbi

## Purpose

Languages is designed to enable all students in Australia to learn a language in addition to English. Languages recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages.

Gubbi Gubbi, which is the traditional language for the Caboolture area, is studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations. The program in Year 9 continues to develop and strengthen the *language for communicative purposes in interpreting, creating and exchanging meaning*.

## Key skills

- use the target language to initiate, sustain and extend interactions and to express feelings and opinions
- locate, analyse and summarize factual information from a range of sources on topics and issues related to the target language region.
- listen to, view and share personal responses to a range of texts such as stories, songs, visual and creative arts, films and procedural text
- share experiences and ways of expressing identity, and they reflect on how the target language links the local, regional and national identity of its speakers with the land.
- explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships, for example, expressions used with respected kin
- identify the role of language in passing on knowledge, and explain how communities' worldviews and ways of thinking and behaving shape how language is used
- create bilingual texts to inform the wider community about aspects of the target language region and culture
- share experiences and ways of expressing identity, and they reflect on how the target language links the local, regional and national identity of its speakers with the land
- reflect on how their reactions may reflect their own languages, cultures and perspectives

## Course Structure & Assessment Overview

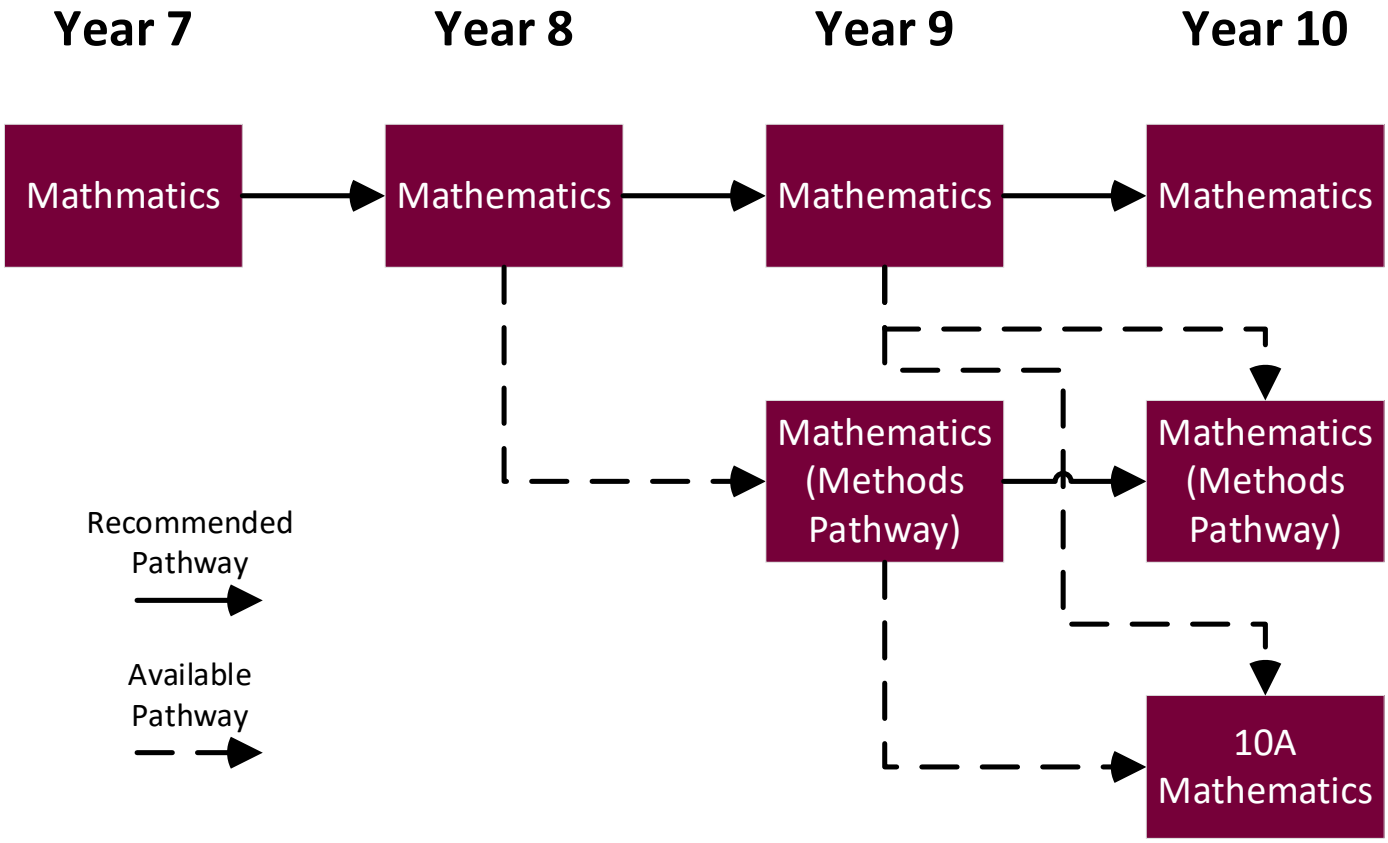
| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Culture and Connection**<br>In this unit, students will continue to develop the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and apply this knowledge to construct extended spoken, written and multimodal texts. They use metalanguage to explain sound, writing and grammatical systems, including inflectional and derivational processes. They analyse the form and structure of a range of spoken, written and visual texts and explain their function, form and relationship to social processes, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. | **Folio of Tasks** – Written and Spoken |
| **Unit 2** | **Culture, Connection & Community**<br>In this unit, students will continue to develop the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and apply this knowledge to construct extended spoken, written and multimodal texts. Students will appreciate the value and respect Indigenous people through an understanding of the importance of culture, understand that knowledge of personal identity and culture will build empathy with others; and appreciate the interconnectedness of Australians and take personal responsibility for attitudes and behaviours towards Indigenous people and culture. | **Folio of tasks** – Written and Spoken |

## Pathways

Aboriginal & Torres Strait Islander Languages is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal & Torres Strait Islander Languages can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

# JUNIOR *Maths* GUIDE

## Learning Pathways – Mathematics



# Year 9 Mathematics

## Purpose

Learning mathematics creates opportunities for and enriches the lives of all Australians. It is important that students become confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

Year 9 will follow the Australian Curriculum for Mathematics, which develops the three strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. These strands describe the content that is to be taught and learnt within the Australian Curriculum. Mathematics is also developed around the four proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. These proficiencies describe how content is explored or developed; that is, the thinking and doing of mathematics. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and have been incorporated into the content descriptions of the three content strands. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

## Key skills

- **Understanding:** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **Fluency:** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **Problem solving:** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **Reasoning**: includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | Apply index laws to numbers and expressions, expand binomial expressions using the distributive law and express numbers in scientific notation. | Examination: Written<br>60min + 5min perusal<br>Calculator Allowed<br>Written |
| **Unit 2** | Solve problems involving simple interest, perform calculations on the Cartesian plane for distance, gradient and midpoint, as well as sketch and solve linear relations. | Examination: Written<br>60min + 5min perusal<br>Calculator Allowed<br>Written |
| **Unit 3** | Construct and interpret a variety of data and data displays in a problem solving and modelling task. | 500-700 words<br>Up to 7 pages (excl. appendices)<br>4 weeks (incl. 8hr in class) |
| **Unit 4** | Solve problems involving the area and volume of shapes, similarity, as well as Pythagoras's theorem and trigonometry. | Examination: Written<br>60min + 5min perusal<br>Calculator Allowed<br>Written |

## Pathways

Students will progress from Year 9 to Year 10 Mathematics. If students demonstrate that their skills have developed sufficiently they may be able to progress to Year 10 Mathematics (Methods Pathway). These students may also wish to study 10A Mathematics as an elective if they are considering a pathway into Mathematical Methods and/or Specialist Mathematics.
The usual progression for students will be into Senior Mathematics. Students may choose to study one of either Essential Mathematics, General Mathematics or Mathematical Methods, depending on prerequisites. Students can also study Specialist Mathematics as an elective in senior, in conjunction with Mathematical Methods, depending on prerequisites.

# Year 9 Mathematics (Methods Pathway)

## Purpose

Learning mathematics creates opportunities for and enriches the lives of all Australians. It is important that students become confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

Year 9 will follow the Australian Curriculum for Mathematics, which develops the three strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. These strands describe the content that is to be taught and learnt within the Australian Curriculum. Mathematics is also developed around the four proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. These proficiencies describe how content is explored or developed; that is, the thinking and doing of mathematics. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and have been incorporated into the content descriptions of the three content strands. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

The Methods Pathway class will support students to develop both calculator, and non-calculator, skills in preparation for senior mathematics (Mathematical Methods and Specialist Mathematics). Students will also engage in curriculum that draws inspiration from Year 10 Mathematics, as well as additional depth and breadth within the regular mathematics curriculum, as compared to Year 9 Mathematics.

## Key skills

- **Understanding:** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **Fluency**: includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **Problem solving**: includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **Reasoning**: includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | Apply index laws to expressions, expand binomial expressions, express numbers in scientific notation and solve simple interest problems. | Examination: Written<br>2 x 60min + 5min perusal<br>Non-Calculator and Calculator Allowed |
| **Unit 2** | Solve problems involving distance, midpoint, gradient, Pythagoras' Theorem and trigonometry and calculate the area and volume of shapes. | Examination: Written<br>2 x 60min + 5min perusal<br>Non-Calculator and Calculator Allowed |
| **Unit 3** | Construct and interpret a variety of data and data displays in a problem solving and modelling task. | 600-800 words<br>Up to 8 pages (excl. appendices)<br>4 weeks (incl. 8hr in class) |
| **Unit 4** | Sketch and solve linear and non-linear equations and investigate a variety of strategies to expand, factorise, solve and sketch quadratic relations. | Examination: Written<br>2 x 60min + 5min perusal<br>Non-Calculator and Calculator Allowed |

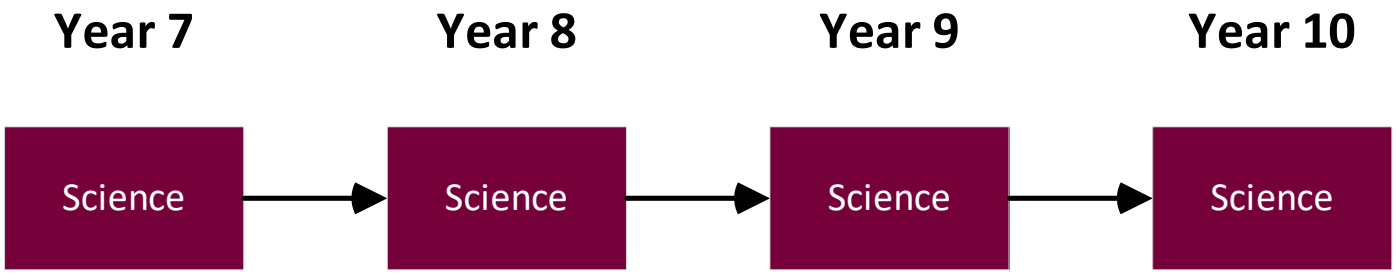
## Pathways

Students in the Methods Pathway class are expected to progress to Year 10 Mathematics (Methods Pathway). It is also highly recommended that students elect to study 10A Mathematics, in addition to Year 10 Mathematics (Methods Pathway), to support their direction towards Mathematical Methods and Specialist Mathematics; this would be an advantageous subject combination for students

The usual progression for students will be into Senior Mathematics. Students may choose to study one of either Essential Mathematics, General Mathematics or Mathematical Methods, depending on prerequisites. Students can also study Specialist Mathematics as an elective in senior, in conjunction with Mathematical Methods, depending on prerequisites.

# JUNIOR *Science* GUIDE

## Learning Pathways – Science



# Year 9 Science

## Purpose

Students are naturally curious about the world around them and Science empowers them with opportunities to challenge their understanding of important Science concepts, processes and practices. Critical and creative thinking skills are developed to draw evidence-based conclusions and apply these to real world contexts.

Year 9 will follow the Australian Curriculum for Science, which develops the three interrelated strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Students develop their understanding of microscopic and atomic structures. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, neutrons and electrons and how this system can change due to nuclei decay. They begin to apply their understanding of energy and forces to global systems such as continental movement.

## Key skills (from the Curriculum Document)

- Questioning and predicting based on scientific knowledge
- Planning and conducting a range of investigation types
- Processing and analysing data and information
- Evaluating quality of data and identifying improvements
- Communicating ideas, findings and evidence-based solutions using scientific language and representations

## Course Structure & Assessment Overview

| | Unit Outline | Assessment Summary |
|---|---|---|
| **Unit 1** | **Body Systems:** Students identify human body systems and the ways in which they work together to support life. They outline how the functions of the systems are coordinated to provide the body's requirements. They design a student experiment to investigate how organs and body systems respond to stimuli. | **Student Experiment:** Students will analyse how body systems function and respond to external changes. |
| **Unit 2** | **Ecology and Earth Science:** Students explore the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic plate boundaries and the tectonic events that occur at these boundaries. They will analyse interactions between organisms and abiotic components of the environment. | **Data Test:** Students will explain global features and events in terms of geological processes and timescales. Students will analyse how biological systems respond to external changes. |
| **Unit 3** | **Radiation and Energy:** Students will explore the development of scientific ideas about atoms and their subatomic particles. They will investigate the uses of isotopes and consider the processes and products of radioactive decay. They will research the uses and impacts of radioisotopes and consider the technology and occupations resulting from these uses. | **Short Response Exam:** Students will explain chemical processes and natural radioactivity of atoms. They describe models of energy transfer and apply these to explain phenomena. |
| **Unit 4** | **Chemical Reactions:** Students will engage in the exploration of chemical reactions and the application of these in living and non-living systems. They will understand that chemical change involves the rearranging of atoms to form new substances. Students will examine the reactions of metals as well as the conservation of mass. | **Research Investigation:** Students will explain chemical processes in terms of atoms and energy transfers and describe examples of important chemical reactions. |

## Pathways

Students will progress from Year 9 Science to Year 10 Science. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10 Science. The usual progression would then be the study of Biology, Chemistry, Physics, Psychology, Certificate II in Horticulture and Certificate III in Laboratory Skills in Year 11 and 12.